Department of Curriculum & Instruction

College of Education
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LIST 5362.005—Literacy Instruction ESL/Bilingual Setting　　　　　*Fall, 2014*

Instructor Information:

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About Your Instructor:

Sandra K. Adams is an instructor of literacy studies in the College of Education at the University of Texas at Arlington. She recently retired from Dallas ISD where she trained and supervised teachers of record for the district alternative certification program for ten years. She received her Ph.D. from the University of North Texas. Her research and presentations have focused primarily on issues related to effective teachers, instructional planning and delivery, curriculum, school-parent relations, middle school best practices, and urban and rural education.   She held memberships in a variety of national organizations, including Phi Delta Kappa Association, serving as chapter president, Association of Teacher Educators, Kansas Association of Teacher Educators, International Reading Association, and Kansas Reading Association, serving as southeast regional director. Prior to teaching at UTA and working for Dallas ISD, she was assistant professor for the department of curriculum and instruction at Pittsburg State University in Kansas and taught undergraduate and graduate courses, which included integrated curriculum for language arts and working with at-risk students. She participated and implemented the New Jersey Writing Project as a middle school language arts teacher in Haltom City, Texas.   She has taught special education students and students in grades three through seven in all core subject areas. After thirty-seven years as an educator she remains committed to public school education, with a particular focus on training elementary and secondary teachers.

Course Information:

Course Title: **Literacy Instruction in ESL/Bilingual Settings**

Course Number: **LIST 5362, Online Section 001 & 002**
Semester: **Summer, 2012**

Catalog Description:
The rationale for and orientation of various methods of instruction for ESL/Bilingual Education settings with emphasis on techniques for oral language development, reading and writing. A comparison/contrast of the various methods, their specifics, and when and how to use them for various instructional objectives will be provided.

Course Prerequisites:
There are no prerequisites listed for this course.

Textbook(s) and Materials:
☞ *Hadaway, N. L., Vardell, S. M., & Young, T.A. (2002). Literature-based instruction with English language learners, K-12. Boston: Allyn & Bacon.*
☞ *Richard-Amato, Patricia A. (2009). Making it happen: From Interactive to Participatory Language Teaching (4th edition). New York: Longman.*
Optional Textbook
☞ *Hadaway, N. L., & Young, T. A. (2010). Matching books and readers: Helping English learners in grades K-6. Guilford Press.*

Texts can be ordered online, try your favorite distributor (e.g., Amazon.com or Barnes & Noble) or the UTA Bookstore at http://www.uta.edu/bookstore.

University Mission:
The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:
The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.
Core Values: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

Conceptual Framework:
The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning. *Partners for the Future* serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

Learning Outcomes:

LIST 5362 Alignment of Outcomes, Assignments, Standards

LEARNING OUTCOMES	Assignments/ Assessments	National Standards	TExES Domains/ Competencies
The learner:			
Content Knowledge • TESOL Standard 1a. Language as a System. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas. • TESOL Standard 1b. Language Acquisition and Development. Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement. • TESOL Standard 2. Culture as It Affects Student Learning. Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.	• Reading Response & Replies • English Learner Staff Development Power Point	TESOL 1a, 1b, 2	TExES ESL Domain I, Competency 002; Domain III Competency 009
Pedagogical Knowledge & Skills— Instruction • TESOL Standard 3.a. Planning for TESOL Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using TESOL Standards-based ESL and content curriculum. • TESOL Standard 3.b. Managing and Implementing TESOL Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of TESOL Standards-based teaching strategies and techniques	• Reading Response & Replies • School, Community, Family Snapshot • ESL Philosophy Statement • English Learner Staff Development Power Point	TESOL 3a-3c, 4a-4c	TExES ESL Domain II Competency 003– 007

for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together. • TESOL Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of TESOL Standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching. • TESOL Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of TESOL Standards; and the difference between language proficiency and other types of assessment (e.g., TESOL Standardized achievement tests of overall mastery), as they affect ESOL student learning. • TESOL Standard 4.b. Language Proficiency Assessment. Candidates know and use a variety of TESOL Standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students. • TESOL 4c. Classroom-Based Assessment for ESL. Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom			
Dispositions • TESOL Standard 5.a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning. • TESOL Standard 5.b Professional	• Reading Response & Replies • School, Community, Family Snapshot • ESL Philosophy Statement	TESOL 5a-5c	TExES ESL Domain III Competency 008, 010

	Development , Partnerships, and Advocacy. Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.			

Lecture/Topic Schedule
- There are EIGHT lessons in LIST 5362. Each lesson is in a PDF file. Make sure you scroll to the end of the introductory page to find the LINK to the actual lesson. Clic on that link for the PDF file containing the lesson which may range from 20 – 30 pages.
- You can either open the PDF file or save it to your desktop and open it from there. It may be easier to save the PDF file to your destop in order to print the material.
- Complete all assignments by the posting deadline noted to **receive points possible with no penalty**. Deadlines are 11:59 PM Central Time for the dates noted.
- Some assignments may be accepted after an initial deadline (see schedule below) Check his schedule carefully because some assigments will not be accepted after the initial deadline.
- A penalty of 25% will be assessed from any assignment that is late.
- All discussion areas/exams will be permanently closed after assignment deadlines. Once areas are closed you will not be allowed to post in those areas and will lose the points for that assignment.

	Lesson Title/ Assigned Reading	Assignments	On Time Deadline (Some work submitted after this date will be accepted with a 25% late penalty.)	Last Date to P Penalty (This is the las post with a 25 penalty. There be a window t late work for a assignments.)
Week 1	**Lesson 1: Language Acquisition** ☐ R-A, Chapter 1: : "From Grammar-Based To Communicative Approaches: A Historical Perspective" ☐ HVY, Chapter 1: "Our Changing Classrooms" ☐ HVY, Chapter 2: "Language Acquisition And Literature-Based Instruction" ☐ Online lesson information	**Get Acquainted**	**Wednesday 11/05**	**N/A** **N/A**
	Lesson 2: Language Development & Instruction ☐ R-A, Chapter 2: "The Process of Learning a Second Language in the Classroom: A Cognitive View" ☐ R-A, Chapter 3: "Toward a Sociocultural/ Cognitive Model" ☐ R-A, Chapter 7: "Language Assessment & Standards" ☐ Online lesson information	**Reader Response #1 (Lessons 1 & 2) POSTED IN GROUPS** **Reader Response Replies (1A, 1B) POSTED IN GROUPS**	**Friday, 11/07** **Saturday, 11/08**	**N/A** **N/A**

Week 2	**Lesson 3: Defining the Special Language Population and the Curriculum** ☐ R-A, Chapter 16: "Tools for Teaching Languages: Textbooks, Computer Programs, and Videos " ☐ R-A, Chapter 17: "Teaching Language Through the Content Areas and Professional Development" ☐ Online lesson information	**State Education Code Webquest**	**Sunday, 11/09**	**Tuesday, 11/1**
	Lesson 4: Instructional Considerations ☐ HV&Y, Chapter 10: "Literacy Learning Through Nonfiction Literature" ☐ HV&Y, Chapter 11: "Strategic Use Of Nonfiction Literature With English Language Learners" ☐ HV&Y, Chapter 12: "Interdisciplinary Literacy Learning Through Literature-Based Instruction" ☐ Online lesson information	**Reader Response #2 (Lessons 3 & 4)** POSTED IN GROUPS Reader Response Replies (2A, 2B) POSTED IN GROUPS	**Friday, 11/14** **Saturday, 11/15**	**N/A** **N/A**
Week 3	**Lesson 5: An Overview of Three Instructional Approaches for ESL/Bilingual Classrooms** ☐ R-A, Chapter 4: "Emergent Participatory Language Teaching" ☐ R-A, Chapter 5: "Developing Skills: Implicit and Explicit Teaching Strategies" ☐ R-A, Chapter 6: "The Affective Domain" ☐ R-A, Chapter 8: "Physical Involvement in the Language Learning Process" ☐ R-A, Chapter 9: "Interactive Practices" ☐ R-A, Chapter 12: "Games" ☐ R-A, Chapter 14: "Affective Activities" ☐ Online lesson information	**SIOP Lesson Plan POSTED IN ASSIGNMENTS**	**Sunday, 11/16**	**Tuesday, 11/1**
	Lesson 6: Developing Reading, Writing, Speaking, and Listening through Folklore and the Media ☐ HV&Y, Chapter 4: "Developing Oral Language Through Literature" ☐ HV&Y, Chapter 5: "Reading And Vocabulary Development Through Literature" ☐ HV&Y, Chapter 6: "Writing With Literature As A Model" ☐ HV&Y, Chapter 8: "Literacy Learning Through Folklore" ☐ Online lesson information	**Reader Response #3 (Lessons 5 & 6)** POSTED IN GROUPS Reader Response Replies (3A, 3B) POSTED IN GROUPS	**Friday, 11/21** **Saturday, 11/22**	**N/A** **N/A**

Week	Lesson / Readings	Assignment		
Week 4	**Lesson 7: Developing Reading, Writing, Speaking, and Listening through Literature-Based Instruction** ☐ R-A, Chapter 13: "Ways to Promote Literacy Development" ☐ HV&Y, Chapter 3: "Organizing For Literature-Based Instruction With English Language Learners" ☐ HV&Y, Chapter 7: "Literacy Learning Through Multicultural Literature" ☐ Online lesson information	**School, Community, Family Culture Power Point** **POSTED IN ASSIGNMENTS**	**Sunday, 11/ 23**	**Tuesday, 11/ 2**
	Lesson 8: Developing Reading, Writing, Speaking, and Listening through Poetry and Drama ☐ R-A, Chapter 5: "Literacy Development and Skills Integration" ☐ R-A, Chapter 10: "Chants, Music, and Poetry" ☐ R-A, Chapter 11: "Storytelling, Role Play, and Drama" ☐ HV&Y, Chapter 9: "Literacy Learning Through Poetry" ☐ Online lesson information	**Reader Response #4 (Lessons 7 & 8)** POSTED IN GROUPS Reader Response Replies (4A, 4B) POSTED IN GROUPS	**Friday, 11/28** **Saturday, 11/29**	**N/A** **N/A**
Week 5		**EL Staff Development Power Point** **ESL Philosophy Statement** **POSTED IN ASSIGNMENTS**	**Sunday, 11/ 30** **Wednesday, 12/03**	**Tuesday, 11/0** **Friday, 12/05**

Assignments (Detailed guidelines follow later in the syllabus):
☐ Get Acquainted (5 points)
☐ Reading Response & Replies (4 sets @ 20 points each for 80 points total)
☐ Education Code Webquest (20 points)
☐ SIOP Lesson Plan (25 points)
☐ School, Community, Family Culture Power Point Presentation (100 points)
☐ ESL Philosophy (100 points)
☐ English Learner Staff Development Power Point (100 points)

Assignment	Points Possible
Get Acquainted	**5**
SIOP Lesson Plan	**25**
Reading Response & Replies (4 sets @ 20 points each)	**80**
Education Code Webquest	**20**
School, Community, Family Snapshot	**100**
ESL Philosophy	**100**
English Learner Staff Development Power Poin	**100**
TOTAL	**430**

Grading Scale
A= 400-430 (93 – 100%)
B= 360-399 (84-92%)

C= 325-359 (75 – 83%)
D= 300-324 (70 – 75%)
F= below 300 (below 70%)

Email Communication: UTA e-mail will be considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications. You are responsible if you do not receive information because you do not regularly check your UTA email.

American with Disabilities Act (ADA):
If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Support Services:
The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Academic Honesty:
Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).
The following statement should be part of the required heading on all work posted in the Assignments Area of Blackboard.
Academic Honesty Statement
I have read and understand the UTA Academic Honesty clause as follows. "Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22)."

Further, I declare that the work being submitted for this assignment is my original work (e.g., not copied from another student or copied from another source) and has not been submitted for another class.

"Signature" (Typed name):
Date:

DETAILED GUIDELINES FOR ASSIGNMENTS:

1) GET ACQUAINTED (5 points)
Note your teaching assignment (district, school, grade level, and subject area (if applicable) and cite what experiences: 1) you have had with other languages (e.g. took classes, study abroad, bilingual, etc.) and 2) you have had with non-native English speakers.

2) EDUCATION CODE WEBQUEST (20 points)
TEXAS TEACHERS: go to the following Website for the Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students: http://www.tea.state.tx.us/rules/tac/chapter089/ch089bb.html
Using the information in this Website, you will find the answers for the questions that follow. (NOTE: The location of the answers is in the parentheses following each question.) Take the information in the

Commissioner's Rules and PUT IT INTO YOUR OWN WORDS, SYNTHESIZING THE INFORMATION. Do not copy from the website.

1. What is the goal of bilingual education programs? Of ESL programs? How are the goals different/alike? (89.1201)

2. When is a district required to offer a bilingual program? What does a bilingual program look like? (89.1205-a, b, c)

3. When is a district required to provide an ESL program? What does ESL look like? (89.1205-d, e; 89-1210-d, e, f, g)

4. What is a Home Language Survey (HLS), how many times should it be administered, and what is its purpose? (89.1215)

5. What is an LPAC, how many LPACs should a district have, and what generally does an LPAC do? (89.1220)

6. What records (documentation) must be maintained for limited-English proficient (LEP) students? Where? (89.1220)

7. What types of assessment measures must be given to each student in grades 2-12 whose HLS shows a language other than English in the home? When? (89.1225)

8. What are the criteria for identifying a student in grades 2-12 as limited- English proficient and recommending placement in B/E program(s)? What are the criteria for reclassification as non-LEP and exit from B/E programs? (89.1225)

9. When is a parent of a LEP student to be notified? Of what? Is approval required? (89.1240)

10. What happens when a district does not have enough teachers certified (endorsed) in ESL? (89.1245-a, b) Interview the LPAC chair or committee member about their responsibilities. Interview an administrator and a bilingual or ESL teacher to discuss the bilingual/ESL programs implemented in your school. Note the name and position of the LPAC committee member/chair, administrator and teacher.

TEACHERS FROM OUTSIDE TEXAS:
Locate the state law/policies governing bilingual/ESL/special language programs. Cite the location of the law/policy. Answer the following questions, in your own words, based on that information.

1. What is the goal of bilingual education/ESL programs? How are the goals different/alike?

2. When is a district required to offer a bilingual program? An ESL program?

3. How are students identified for placement in ESL or bilingual education?

4. What records (documentation) must be maintained for limited-English proficient (LEP) students? Where?

5. What types of assessment measures must be given to each student in ESL/bilingual classes?

6. What are the criteria for exiting students from bilingual or ESL programs?

7. Interview an administrator and a bilingual or ESL teacher to discuss the bilingual/ESL programs implemented in your school. Note the name and position of the administrator and teacher.

8. Cite the statistics for your state in terms of the number of LEP students.

Grading Rubric

Use this rubric to guide your work on your assignment. **NOTE: All assignments must be submitted on time.**

Tasks	Expert 20 points	Acceptable 16 points	Unacceptable 12 points
Part A: Responses to items (max 10 points)	Fully developed responses to all items with accurate, detailed information in student's own words. **(10 points)**	Good responses to all items with accurate information in student's own words. **(8 points)**	Limited responses and/or fails to address all items and/or provides inaccurate information. **(6 points)**
Part B: Information from interviews (max 10 points)	Fully developed, detailed and accurate information from interviews. **(10 points)**	Basic and accurate information from interviews. **(8 points)**	Limited information from interviews. **(6 points)**

3) READING RESPONSE, REPLIES, & ASSESSMENT has TWO parts **(Response AND Replies).**
Description: Candidates will engage in an electronic discussion in response to the textbook and professor authored reading. The electronic discussion has TWO parts: a) candidate's original response to text and online readings and b) candidate's replies to peers.
Format & Content: Arrange assignment in the sequence that follows with the required sections / subheadings and the content points noted.

Part A: Response: Candidates will submit to the Group Discussion Board a reading response summarizing and linking the textbook and professor authored reading (as indicated in the schedule) as well as personal reactions to the material. Candidates should make ONLY ONE posting for the lessons (usually 2-3 lessons are linked for this assignment and indicated on the course schedule) no matter how many chapters/lessons read. The posting should synthesize the information for all the textbook chapters and professor authored reading. Mark the posting with the following label: Response #1, etc.

☐ **Key Points I Learned/I Found Interesting:** Candidates will cite at least 6 specific pieces of research (more for full credit), findings, suggestions from the textbook and online reading noting the chapter/page/author and what was learned that was new/interesting. Candidates cite how these points relate to their specific teaching situation with personal reactions/responses/analysis.

☐ **Key Points I Have Questions About/Found Confusing/ Disagreed With:** Candidates cite at least 2 specific pieces of information from the textbook and online reading (more for full credit) noting the chapter/page/author and what remaining questions they still have, why they are confused, why they disagree. Candidates cite how these points relate to their specific teaching situation with personal reactions/responses/analysis.

☐ **Points I Would Like More Information About:** Candidates cite at least one piece of information from the textbook and online reading (more for full credit) that they would like to explore further. Candidates cite how this issue relates to them in their specific teaching situation with personal reactions/responses/analysis.

Part B: Replies: Following response posting, candidates will return to the discussion board to read and reply to at least two peer's responses (more for full credit). Label replies as Reply 1A & Reply 1B, etc. The format for the reply part of this assignment is as follows.
☐ **Personal Connections:** Why did you choose this posting to respond to?
☐ **Discussion:** What questions or comments do you have for the author of the response posting?
☐ **Extension:** How can you extend the conversation on this posting? (Share specific resources, experiences, etc.)

Here are some ideas for improving the quality of your discussion.
Try to avoid, just restating the points you cited from the text and the online reading with personal opinions such as the following.
☐ I recognize the importance of . . .
    ☐   It is important to learn/know about . . .
☐ I see this . . . in my classroom

For the most part, when you start with openers such as these, you are not adding anything additional/new to the discussion. Provide some specific examples of what you are seeing in school/class or in your environment related to the

reading/discussion. Following are some ways to elaborate on the discussion (these were offered by a graduate of our program, Suann Claunch of FWISD).

☐ I agree with___ because____
☐ I disagree with ___ because ____
☐ I wonder about _____ because ____
☐ According to ____
☐ The evidence shows___
☐ In my classroom, I see _____ and this seems to confirm/contradict _____

In other words, don't just state an opinion. Support your point of view with specific examples and connections to other reading, discussion, etc.
For Replies, consider the following.

☐ Can you say something similar using other words?
☐ What did you like about the previous contribution?
☐ What new ideas did that contribution give you?
☐ What puzzled you about the last statement?
☐ How did the person who made the last statement arrive at that conclusion?
☐ Can you elaborate, explain, or give another example of the last statement?
☐ What puzzled you as you were trying to think of an answer to this question?
☐ Did I contribute to the discussion?
☐ Did I encourage others to contribute or clarify ideas?
☐ What would I like to do in the next discussion? How can I do this?
☐ Who was the person who contributed the most interesting or valuable comments?
☐ Who was the Most Valuable Player in keeping the

Grading Rubric Tasks for *Part A:*

Tasks for *Part A: Reading Response* ⬇	Expert 10	Acceptable 6	Unacceptable 1
Format	Follows required format for response **(1 point)**	Follows required format for response **(1 point)**	Does not follow format for one or more of the parts **(0 points)**
Six key points	Notes more than the six key points drawn from both online and text reading with excellent elaboration, in depth insights, application to classroom, and specific examples **(4 points)**	Notes six points drawn from both online and text reading with insights, application to classroom, and examples **(2 points)**	Does not note the minimum number of points and/or points are limited or superficial **(0-1 point)**

Tasks for *Part B: Reading Replies* ⬇	Expert 10	Acceptable 6	Unacceptable 1
Format	Posts more than the two required replies according to the required format **(2 points)**	Posts two required replies according to the required format **(1 point)**	Does not follow format for replies or make required number of replies **(0 points)**
Responses	Responds to all replies **(1 point)**	Responds to all replies **(1 point)**	Does not respond to replies **(0 points)**

Replies to Peers	All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to classroom settings **(4 points)**	Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to classroom settings **(3 points)**	Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings **(2 points)**
Extension of Dialogue	Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extensions of the dialogue **(3 points)**	Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue **(2 points)**	Engages in limited discussion with peers or limited extension of the dialogue **(1 point)**

4) SCHOOL, COMMUNITY, FAMILY CULTURE POWER POINT (100 points)

Description: Create a Power Point presentation visually displaying and describing the cultural makeup of your school/district and community as it reflects English learners. You will go on to note any supports/conflicts among the community, school, and family and how these have the ability to influence students' language development. **You must include pictures of the community and your school/district with areas where you can clearly see the culturally/linguistically diverse influences.**

Format: Arrange your assignment in the following sequence with these required sections / subheadings and the content points noted.
Title Page & Background Information

☐ **Section I: Visual Overview and Analysis of Community (30 points):** Using photographs and other information, create a visual overview and written analysis of your community with special attention to the place of English learners in the community.
1) The visual display should include photographs such as: native language churches, ethnic grocery stores, culturally diverse celebrations, etc. This should be a rich visual picture of your community and its cultural diversity.
2) For the analysis of the community, provide a general narrative description of the community. One source of demographic information for your city/community is **Texas Quick Facts:** city information at http://quickfacts.census.gov/qfd/states/48/4804000.html; city/county information at http://txsdc.utsa.edu/ and http://txsdc.utsa.edu/subjindex/ You will provide basic demographic information (statistics on the population, ethnic breakdown, language diversity, etc.) as well as the various community services/organizations that are available to provide support to culturally and linguistically diverse families (e.g., various ethnic organizations, native language churches, specific adult ESL programs, etc.). You will need to dig deep and be specific in this section. Cite research support for the points you make. Be sure to quote author/source/page numbers/URL, etc. to document your research support. Make sure to address the following points at a minimum. I would encourage you to move well beyond these points for full credit. What is the importance of ethnic communities and resources that reflect your own background in terms of transition and support for culturally / linguistically diverse families? Ideas, but certainly not an inclusive list: a) What ethnic celebrations take place in the community on a regular basis? b) What is their importance? c) Are there native language churches in the community? d) Ethnic community groups, grocery stores? e) Is native language study available in the community, e.g., in Houston, there are Saturday Japanese schools for children? As part of this analysis, consider what services are provided in the context of the family's community and which are provided for them by others outside that cultural/linguistic group. How might that influence access and acceptance of the services? This will take some research but this is an important consideration related to the quality of life that culturally and linguistically diverse individuals might experience in specific communities/school districts. You could include an interview with a non-native English speaker about the difficulties that he/she might have in navigating the community.

☐ **Section II: Visual Overview and Analysis of District/School (30 points):** Using photographs and other information, create a visual overview and written analysis of your district and school with special attention to the place of English learners. 1) The visual display should include photographs such as: school events related to cultural diversity, ESL/bilingual classes, etc. This should be a rich visual picture of your district/school and its cultural diversity. 2) For the analysis of the district and the school where you teach, report the following: a) number of ESL designated students, b) ethnicity/cultural backgrounds, c) language backgrounds., d) the type of bilingual or ESL programs offered with a full description of these, and e) a full discussion of the supports, curriculum and instructional, provided to assist English learners.

☐ **Section III: Comparison of Community and School with Action Plan for Linking School and Community (35 points):** 1) Compare and contrast the district with the community noting similarities and differences. a) How does the district match the demographics of your community in general in terms of population, ethnic breakdown, language breakdown. Cite the source of all your data, e.g., URL, etc.) What types of community/school outreach currently exist? How successful have these efforts been? b) Based on your observations in this activity, cite ways that gaps exist/continue to exist between the school and the community. Why might these gaps exist? c) What difficulties might these gaps create in terms of communicating with family, community members? Students' school achievement/language development? Cite research support for your suppositions. 2) Create an action plan to link school and community with specific ideas to increase the linkage between your own classroom and English learners and their families. Cite research support for the need and the effectiveness of these linkages. Be specific and suggest ideas that are within your ability to actually accomplish.

☐ **Section IV: Research Support & Bibliography (5 points)**

Grading Rubric

Section	Expert	Acceptable	Unacceptable
Background Information		**1) School, Community, Family Culture Power Point** title page with academic honor / honesty statement **2) Complete background information including the following items:** ☐ Your current teaching position? ☐ Community / District / School profiled ☐ Personal background in terms of interaction and experience with culturally / linguistically diverse students and / or individuals	
Section I: Visual Overview and Analysis of Community (30 points)	☐ Fully developed visual overview of the community with special attention to the place of English learners in the community <u>including photographs</u> to present a rich visual picture of the community and its cultural diversity. (10 points) ☐ Fully developed analysis of the community including a narrative description of the community along with	☐ Good visual overview of the community with attention to the place of English learners in the community <u>including photographs</u> to present a visual picture of the community and its cultural diversity. (8 points) ☐ Good analysis of the community including a narrative description of the community along with a data overview that addresses required points with sources of data noted. (12 points) ☐ Sources of all visuals are	☐ Limited visual overview of the community and English learners. (6 points) ☐ Limited analysis of the community and limited data overview (8 points) ☐ Missing sources of visuals and/or limited or no research support for analysis points. (2 points)

	a detailed data overview that addresses all required points with sources of data noted. (15 points) ☐ Sources of all visuals are documented and analysis points are fully supported by current theory and research with citations drawn from course and outside resources. (5 points)	documented and analysis points are fully supported by current theory and research. (4 points)	
Section II: Visual Overview and Analysis of District / School 30 points	☐ Fully developed visual overview of district and school with special attention to the place of English learners including photographs of school , programs, and events related to cultural diversity, ESL/bilingual classes, etc. (10 points) ☐ Fully developed analysis of the district and the school where you teach with detailed data and discussion that addresses all required points with sources of data noted. (15 points) ☐ Sources of all visuals are documented and analysis points are fully supported by current theory and research with citations drawn from course and outside resources. (5 points)	☐ Good visual overview of district and school with attention to the place of English learners (8 points) ☐ Good analysis of the district and the school with data and discussion that addresses required points with sources of data noted. (12 points) ☐ Sources of all visuals are documented and analysis points are fully supported by current theory and research. (4 points)	☐ Limited visual overview of district and school (6 points) ☐ Limited analysis of the district and the school. (8 points) ☐ Missing sources of visuals and/or limited or no research support for analysis points. (2 points)

Section III: Comparison / Contrast of Community and School with Action Plan 35 points	☐ Fully developed comparison/contrast of the district and the community noting similarities and differences addressing all required points with sources of data noted and detailed discussion (10 points) ☐ Insightful critical analysis of the gaps that exist/continue to exist between the school and the community with research support for suppositions. (10 points) ☐ Insightful and well developed action plan to link school and community with more than five realistic and specific ideas to increase the linkage between the classroom and English learners and their families, with research support for the need and the effectiveness of these linkages. Ideas are within ability of candidate to implement. (15 points)	☐ Good comparison/contrast of the district and the community noting similarities and differences addressing required points with sources of data noted and discussion (8 points) ☐ Good analysis of the gaps that exist/continue to exist between the school and the community with research support for suppositions. (8 points) ☐ Good action plan to link school and community with at least five realistic and specific ideas to increase the linkage between the classroom and English learners and their families, with research support for the need and the effectiveness of these linkages. Ideas are within ability of candidate to implement. (12 points)	☐ Limited comparison/contrast of the district and the community with few or inaccurate similarities and differences and limited or no sources of data (5 points) ☐ Limited analysis of the gaps that exist/continue to exist between the school and the community with limited or no research support. (5 points) ☐ Poorly developed action plan to link school and community with three or fewer ideas with limited or no research support. Ideas are not realistic or not within ability of candidate to implement. (8 points)
Section IV: Research Support & Bibliography 5 points	Citations (APA format) are directly linked to points within text and complete citation is provided in separate bibliography at the end of the paper (5).	Citations (APA format) are mostly linked to points within text and complete citation is provided in separate bibliography at the end of the paper (3).	Citations (APA format) are not noted within text and/or not included in separate bibliography at the end of the paper (2).

5) PHILOSOPHY STATEMENT (100 points)

Description: You will submit a statement that addresses your personal and professional background, how you have been prepared to work effectively with culturally and linguistically diverse students, and how you will structure your classroom and instruction to work effectively with culturally and linguistically diverse students.

Format & Content: Arrange your assignment in the following sequence with these required sections / subheadings and the content points noted.
☐ **Title Page & Background Information**

☐ **Section I: Conceptualization of language learning:** A non-technical description of how you believe language learning occurs in the ESL classroom and in the larger school/community. a) You might include what you think occurs during a learning episode, based on observation and experience or based on current literature on teaching and learning. You can also summarize what you have observed in your own practice about the different learning styles that students display, the different tempos they exhibit, the way they react to failure, and the like. b) Also include affective as well as cognitive goals for students including aims such as learning to appreciate or enjoy the target language, developing

critical thinking, improving problem-solving abilities, improving literacy skills within the discipline, working effectively in groups, and developing interests for life-long learning.

☐ **Section II: Professional roles:** Includes a discussion of the professional roles of the English language educator including advocacy for students, parents, and the English language community as well as networking and collaborating with other colleagues in TESOL and colleagues across the curriculum.

☐ **Section III: Implementation of ESL philosophy:** An extremely important part of a philosophy of teaching statement is the description of how your concepts about teaching and learning and goals for students are translated into action. You can describe how you will conduct classes, mentor English learners, develop instructional resources, or grade performance. You provide details on what instructional strategies you can use to display their creativity, enthusiasm, and wisdom. You can portray what you want a student to experience in the classes you teach.

☐ **Section IV: Professional growth plan for teaching English learners:** This reflective component can illustrate how you have grown in teaching throughout the program, what challenges exist at the present, and what long-term goals are projected. Include a) at least three specific areas of growth (knowledge and skills) made throughout the program / coursework in terms of English learners, and b) at least three projected long-term goals and plans for future growth in understanding and ability and specific steps for how these will be accomplished.

☐ **Section V: Research Support and Bibliography**

Portfolio Posting with substantive reflection statement to introduce assignment

Grading Rubric

Section	Expert	Acceptable	Unacceptable
Title Page & Background Information		1) Complete title page for Philosophy Statement with academic honor / honesty statement 2) Complete background information including the following items: ☐ Current teaching position (Grade level and teaching field) Certification(s) sought ☐ Personal knowledge sources and background in terms of first and second language instruction	
Conceptualization of language learning/acquisition: (How do you believe language learning / acquisition occurs?) **25 points**	1) Offers a well developed non-technical description of how language learning / acquisition occurs in the ESL classroom and in the larger school / community with in-depth insights and specific examples (12) 2) Offers a well developed and insightful list of language goals (not just ones drawn from TESOL	1) Offers a basic non-technical description of how language learning / acquisition occurs in the ESL classroom and in the larger school / community with good insights and examples (10) 2) Offers a basic list of language goals (not just ones drawn from TESOL or TEKS) for students. (8)	1) Shows a limited understanding of how language learning / acquisition occurs in the ESL classroom and in the larger school / community with limited insights and examples. (8) 2) Has a limited understanding of language goals for students. (6)

	or TEKS) for students. (10) 3) Points are fully supported by current theory and research with citations drawn from course and outside resources. (3)	3) Points are supported by current theory and research. (2)	3) Points are not supported by current theory or research. (0)
Section II: Professional roles (What professional roles exist for the English language educator? With students? With parents and community? With colleagues across the curriculum?) **25 points**	Offers a well developed and insightful discussion of the professional roles of the English language educator including advocacy for students and parents (5) and the English language community (5) as well as networking and collaborating with other colleagues in TESOL and colleagues across the curriculum (5) with in-depth insights and specific examples (5). Points are fully supported by current theory and research with citations drawn from course and outside resources. (5)	Offers a basic discussion of the professional roles of the English language educator including advocacy for students and parents (4) and the English language community(4) as well as networking and collaborating with other colleagues in TESOL and colleagues across the curriculum (4) with good insights and examples (4) . Points are supported by current theory and research. (3)	Shows a limited understanding of the professional roles of the English language (10) with limited insights or examples (2) and/or points are not supported by current theory or research (0).
Section III: Implementation of the ESL philosophy (What does/will your classroom look like in terms of language instruction? How do you collaborate with teachers across the curriculum on behalf of English learners.) **25 points**	A well developed and insightful description of how concepts about language teaching and learning and language goals for students are translated into action. Offers a well developed non-technical description of what language teaching should look like in the classroom with in-depth insights and specific examples. (20) Points are fully supported by current theory and research with citations drawn from course and outside resources. (5)	A basic description of how concepts about language teaching and learning and language goals for students are translated into action. Offers a basic non-technical description of what language teaching should look like in the classroom with good insights and examples. (18) Points are supported by current theory and research. (3)	Shows limited ability to translate concepts about language teaching and learning and language goals for students into action. Shows a limited understanding of what language teaching should look like in the classroom (15) Points are not supported by current theory or research (0).
Section IV: Professional growth plan for teaching English learners (How have you grown in understanding? How do you plan to develop your understanding about student language development?)	Includes well developed reflection noting in-depth insights about professional development and specific areas of growth, projected long-term goals, and plans for future growth (15). Reflection is fully	Includes reflection noting specific areas of growth and plans for future growth (12). Reflection is grounded in current theory and research with citations noted (3).	Includes limited reflection that shows a lack of understanding about professional growth (8). Reflection lacks adequate research support (1).

20 points	grounded in current theory and research with citations drawn from course and outside resources (5).		
Section V: Research Support & Bibliography 5 points	Citations (APA format) are directly linked to points within text and complete citation is provided in separate bibliography at the end of the paper (5).	Citations (APA format) are mostly linked to points within text and complete citation is provided in separate bibliography at the end of the paper (3).	Citations (APA format) are not noted within text and/or not included in separate bibliography at the end of the paper (2).

6) SHELTERED INSTRUCTION (SIOP) LESSON PLAN (25 points)
Description:
☐ Consider the language acquisition stages discussed in the lessons.
☐ Plan a lesson for **BEGINNING** level ESL students using the SIOP lesson plan format that follows. Be sure to provide research support for your lesson and the strategies you have planned. You may cite research throughout lesson or at end.

Some considerations as you develop this lesson.
1. You must link to ELPS/TEKS or your own K-12 student standards.
2. Beginning English learners need concrete teaching and tasks, and cannot compose sentences without help. Teach only 5-8 new vocabulary words maximum.
3. It is not appropriate to have beginners compose a written letter or discuss the issues of prejudice and equality, which are abstract.
4. Keep a narrow focus. For instance, do not teach vocabulary, then have a comprehension activity unrelated to the vocabulary followed by a compare/contrast activity.

LESSON PLAN FOR THE SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP)
*Use the outline that follows using subheadings and completing each requirement under a subheading. As you discuss all the instructional moves and adapatations be sure to clearly discuss and link all of these to the lesson content/concepts.

PREPARATION

Cite TEKS and ELPS for the lesson. **Content Objective:** List the **content objective**. Choose **content concepts appropriate** for age and educational background level of students.
Language Objective: List the **language objective(s)**. Choose language objectives appropriate for language proficiency level of students.
List the **supplementary materials** to use (graphs, models, visuals) to support English learners.
List the ways you will **adapt content** (e.g., text, assignment) to beginning proficiency level.
List the **meaningful activities** you will use to integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.

BUILDING BACKGROUND

List the ways you will explicitly link new concepts to past learning and to students' backgrounds and experiences.

List the ways you will explicitly emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students. List key vocabulary:

COMPREHENSIBLE INPUT

List the modifications will you make to explain academic tasks and make your **speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).

List the **variety of techniques** you will use to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) and explain fully how they will be used with the content:

STRATEGIES
List the **scaffolding techniques** you will consistently use to providing the right amount of support to move students from one level of understanding to a higher level throughout lesson.

List a variety of **questions including those that promote higher-order thinking** skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

INTERACTION
List the types of group configurations will you use that support language and content objectives of the lesson.

PRACTICE/APPLICATION
List the ways you will provide **hands-on materials** and/or manipulatives for students to practice using the new content knowledge.

List the activities you will use for students to **apply content and language knowledge** in the classroom.

Discuss the activities you will use that **integrate all language skills** (i.e., reading, writing, listening, and speaking).

LESSON DELIVERY
Describe how you will pace the lesson appropriately to the students' ability levels.

REVIEW/ASSESSMENT
Describe how you will review key vocabulary.

Describe how you will review key content concepts.

Describe how you will provide feedback to students regularly on their output (e.g., language, content, work).

Describe how you will conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

Taken from http://www.parmacityschools.org/curriculum/siop/

Tasks for *Lesson Plan*	Expert 25	Acceptable 20	Unacceptable 11

Format Understanding of English learners and P-12 student standards Knowledge of content and instructional resources Understanding of accommodations and modifications for English learners Ability to plan appropriate assessments	Fully developed lesson plan that follows required format (3) Demonstrates in depth understanding of English learners and P-12 student standards and an ability to construct well-developed goals and objectives for instruction that draw on TEKS / TAKS (5) Shows in depth knowledge of content taught as well as instructional resources and procedures that are best suited to the learners, content, and lesson (9) Demonstrates in depth understanding of accommodations and modifications needed for English learners (4) Shows well-developed ability to plan appropriate assessments (4)	Lesson plan follows required format (2) Demonstrates general understanding of English learners and P-12 student standards and an ability to construct goals and objectives for instruction that draw on TEKS / TAKS (4) Shows good knowledge of content taught as well as instructional resources and procedures that are suited to the learners, content, and lesson (8) Demonstrates basic understanding of accommodations and modifications needed for English learners (3) Shows ability to plan appropriate assessments (3)	Does not follow format for assignment or missing some or all of required parts of the lesson (1) Demonstrates limited understanding of English learners and P-12 student standards and / or has problems constructing goals and objectives for instruction that draw on TEKS / TAKS (2) Lesson plan limited and / or lacks any real insights about learners, content, or pedagogy (4) Demonstrates basic understanding of accommodations and modifications needed for English learners (2) Has difficulty developing appropriate

7) ENGLISH LEARNER STAFF DEVELOPMENT POWER POINT PRESENTATION (100 POINTS)
This presentation enables you to synthesize and apply your knowledge of English learners. As you progress through the course, you will encounter research about English learners and instructional practices to assist them with language and literacy development. As you explore, consider which area interests you and would also make a good staff development presentation. Develop a power point presentation to share with your colleagues to inform them**. (Minimum 25 slides)**

In terms of a focus for your presentation, you might:
 provide a general introduction to English learners and their instructional needs;
 provide a specific introduction to a literacy instructional method geared to help English learners;

Grading Rubric

	Expert	Acceptable	Unacceptable
Format (10 points)	Fully follows required format with well developed requirements that reflect correct grammar and spelling (5) Thorough and well developed and professional presentation that is ready to be used for a staff development (5)	Follows required format with requirements that reflect correct grammar and spelling (3) Professional presentation that is ready to be used for a staff development (4)	Does not follow format for one or more of the parts or has numerous grammar and spelling issues (1) Limited presentation that is not yet ready to be used for a staff development (3)
Introduces and makes a case for issue/topic (30 points)	Well developed introduction to topic that is clearly related to English learners and their language development (10) Presents strong justification of significance of topic with key points supported by scholarly research (20)	Good introduction to topic related to English learners and their language development (8) Presents justification of significance of topic with points supported by scholarly research (15)	Limited introduction to topic and or poorly related to English learners (5) Poorly developed justification of topic and/or lacking scholarly research support (10)
Instructional ideas and action plan (45 points)	Presents well developed instructional ideas and action plan for English learners and integration of these ideas into classrooms and schools (40) All points are supported by scholarly research with APA citation format (5)	Presents instructional ideas and action plan for for English learners integration of these ideas into classrooms and schools (35) Points are supported by scholarly research (4)	Poorly developed instructional ideas for English learners and action plan for integration of these ideas into classrooms and schools (30) Points are not always supported by scholarly research (2)
Provides bibliographic citations and annotated web resources (15 points)	Provides a full APA format bibliography citing at least more than five scholarly, evidence-based resources used (5) Provides a well developed webliography of more than five helpful web resources with annotations for each	Provides APA format bibliography citing at least five scholarly resources used (4) Provides a well developed webliography of at least five helpful web resources with annotations for each resource (8)	Limited bibliography of scholarly resources and/or does not follow APA format (3) Limited webliography of resources or lacking annotations for each resource (6)

Supplemental Reading List

Diaz-Rico, L.T., & Weed, K.Z. (1995). The crosscultural, language, and academic development handbook. Boston: Allyn & Bacon.

Faltis, C.J. (1997). Joinfostering: Adapting teaching for the multilingual classroom. Upper Saddle River, NJ: Merrill.

Freeman, D.E., & Freeman, Y.S. (1994). Between worlds: Access to second language acquisition. Portsmouth, NH: Heinemann.

Freeman, Yvonne S., & Freeman, David E. (1992). Whole language for second language learners. Portsmouth, NH: Heinemann.

Gibbons, P. (1993). Learning to learn in a second language. Portsmouth, NH: Heinemann.

Graves, Michael, & Graves, Bonnie. (1994). Scaffolding reading experiences: Designs for student success. Norwood, MA: Christopher-Gordon.

Krashen, S.D. (1981). Second language acquisition and second language learning. Oxford: Pergamon.

Larsen-Freeman, D. (1986). Techniques and principles in language teaching. New York: Oxford.

Lessow-Hurley, J. (1996). The foundations of dual language instruction. New York: Longman.

Omaggio, A.C. (1986). Teaching language in context: Proficiency-oriented instruction. Boston: Heinle & Heinle.

Ovando, C.J., & Collier, V.P. (1998). Bilingual and ESL Classrooms: Teaching in multicultural contexts (2nd ed.). Boston: McGraw Hill.

Reid, J.M. (Ed.). (1995). Learning styles in the ESL/EFL classroom. New York: Heinle & Heinle.

Richards, J.C., & Rodgers, T. S. (1986). Approaches and methods in language teaching. New York: Cambridge.